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be used in connection with any other textbook on the subject. The exercises are presented in the order of the studies in the larger text; the insects and crustaceans initiating the student and the succeeding lessons taking him down the scale to the protozoa and then up the vertebrate line in the order of evolution. As might be expected from a glance at their *General Zoölogy*, the authors require a study of the living animal before any dissecting is done or drawings are made. This brings the young pupils in contact with the real object in an interesting way and tends to stimulate them to further investigation of the subject aided by the "Additional Topics for Study" appended to many of the chapters. Two sets of questions are arranged for directing the work; one in the form of unnumbered paragraphs, and the other, numbered paragraphs. Laboratory outlines for the study of living animals are in demand and this guide is therefore a welcome one to teachers who appreciate the value of field work combined with laboratory exercises.

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Elementary French. By FRED DAVIS ALDRICH and IRVING LYSANDER FOSTER. New York: Ginn & Co., 1907. Pp. 329.

This book is characterized by clearness and simplicity of arrangement, and by the natural and logical development of the subject. Exceptions may be made, however, to the plan of reserving the inflection of the verb *avoir* until the thirteenth lesson, and to deferring the subject of irregular verbs until the thirtieth. Thirty-four new irregular verbs are then given in six lessons: this is an exhaustive amount of memorizing for the average student. On the whole, this compilation of grammatical facts is one of the best issued during the last year.

ELIZABETH WALLACE

THE UNIVERSITY OF CHICAGO

A Primer of General Method. By SIDNEY EDWARD LANG. Toronto: The Copp, Clark Co., 1906. Pp. x+224.

This book professes to be an introduction to educational theory and practice on the basis of logic. It is designed for use in normal schools. There are fourteen chapters on logic, followed by three on concrete problems of education.

The portion devoted to logic is better than that given to education. The author has drawn upon the best contemporary writers on logic, such as Dewey, Creighton, and Welton. The point of view emphasizes, as we might expect, the organic relation between the knowledge processes and practical interests. The author's style is simple and clear on the whole, and he uses a commendably large number of simple illustrations.

The chapters on education give one the feeling that they are rather loosely tacked on at the end, instead of being closely sequent upon the thought developed in the logic on which they are supposed to be based. This is particularly true of the chapter on "Work, Play, and Drudgery," the thought of which would more naturally be developed from the psychology of these processes than from the logic which has preceded. There is, however, much pertinence to the thoughts which the author has expressed in the chapters on education.